

Solon Senior Academy Charter School - Chandler

ARIZONA SCHOOL REPORT CARD 2003-04

1375 N. McClintock Drive, Chandler, AZ 85226

Advanced Education Services

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

New School**

** Some schools will not receive an Achievement Profile until October 2004.

High School
Achievement Profile *

New School**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Kevin P. Sieling
Schedule : 8:00 AM to 4:00 PM
Grades : 4-10
2003 Enrollment : 150
Web Address : www.solonschoolsgroup.com
Phone Number : (480) 899-7717
Fax Number : (480) 899-7793
E-mail : solonschools41a@aol.com

Mission

To provide each child & family with quality educational programs & services while fostering a sense of self-worth & traditional values so all students may have an opportunity to reach their full potential & be empowered to lead productive lives.

School / Academic Goals

- ü Language Arts: Students will demonstrate mastery in the areas of reading, writing, listening, speaking and presentation, at or above grade-level expectations, and the ability to apply these skills in increasingly challenging and diverse situations.
- ü Math and Science: Students will demonstrate mastery of mathematical skills and scientific investigation, at or above grade-level. These skills and strategies will be applied to real-world situations in an effort to attach relevance and understanding.

Instructional Programs

- ü Research-based Direct Instruction
- ü High Academic Standards
- ü Technology-based Learning
- ü Thematic-integrated Instruction

Enrollment

October 1, 2002 School Year Student Enrollment : 95
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 120

Calendar Information

Number of Instruction Days : 185
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/11/2003
Last Day of School : 5/28/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Solon Senior Academy Charter School - Chandler

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü School Improvement
- ü School Safety
- ü Business and Community Involvement
- ü Curriculum
- ü Extracurricular Activities
- ü Student Government

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	12.00
Other Professional Staff	2.00	Teacher Aide	1.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	2	0	0	0
7 to 9 years	3	0	0	0
10 or more years	4	0	0	0

Shared Responsibilities

School

Solon looks for opportunities to inspire, guide, and direct children and provide role model leadership and vision as they mature mentally and physically in an environment that emphasizes core values, self-accountability, and shared discipline.

Parents

Parents are responsible for ensuring student attendance, providing proper clothing, supporting school goals, expectations and policies including dress codes, behavior codes, homework assistance; and communicating regularly with school and child.

Resources Available at School Site

Special Facilities

- ü Smart Lab Technology Center
- ü Art Room & Library

Extracurricular Activities

- ü Charter Athletic Association/Sports
- ü Yearbook/Publication Club
- ü Spanish Club
- ü Student Council

Social Services

- ü Extended Care
- ü Special Education Services
- ü Recreational Activities

Transportation Policy

It is the responsibility of each parent to provide transportation to and from school. Transportation to the other school site can be provided if the student is enrolled in our school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü The Senior Academy was named a "Candidate School" on April 18th, 2003 by the North Central Association Commission on Accreditation and School Improvement.

- ü The SmartLab opened in the fall of 2002. This program is unique to other Charter Schools in Arizona. The CLS lab presents learners with dozens of practical hands-on opportunities building skills in math, science, communication, and technology.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü NCA CASI Candidate School	2003
ü Most Spirited Team Award, Am. Cancer Society Relay	2003
ü Student of the Month Programs	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	100	95	94	96
Transfers Out ³	24	20	20	20
Transfers In ⁴ (Within District)	22	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	4			8
Status Unknown ⁹	0			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 3-4	NC	NC
Grades 4-5	NC	NC
Grades 5-6	NC	NC
Grades 6-7	NC	NC
Grades 7-8	NC	NC

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	16	76230	133	133	101	482	482	498	25	25	12	31	31	38	25	25	12	19	19	37
All Students (Prior Year)	--	--	72888	--	--	NA	--	--	494	--	--	14	--	--	40	--	--	12	--	--	34
Female	NC	NC	37247	NC	NC	100	NC	NC	500	NC	NC	11	NC	NC	40	NC	NC	13	NC	NC	37
Male	NC	NC	38725	NC	NC	101	NC	NC	497	NC	NC	14	NC	NC	37	NC	NC	12	NC	NC	37
African American	--	--	3594	--	--	96	--	--	476	--	--	22	--	--	46	--	--	11	--	--	21
Hispanic	NC	NC	28100	NC	NC	98	NC	NC	482	NC	NC	18	NC	NC	47	NC	NC	11	NC	NC	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	--	--	5292	--	--	113	--	--	463	--	--	31	--	--	47	--	--	8	--	--	14
White	14	14	35389	156	156	96	490	490	514	21	21	6	29	29	32	29	29	14	21	21	48
Students with Disabilities	--	--	9022	--	--	105	--	--	465	--	--	31	--	--	43	--	--	8	--	--	17
Students without Disabilities	16	16	67208	160	160	100	482	482	500	25	25	12	31	31	38	25	25	12	19	19	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	10
Migrant Students	--	--	837	--	--		--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	--	25037	--	--		--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	16	16	51193	--	--		482	482	507	25	25	9	31	31	35	25	25	13	19	19	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	16	76202	133	133	101	506	506	505	13	13	19	31	31	24	38	38	46	19	19	11
All Students (Prior Year)	--	--	72779	--	--	NA	--	--	505	--	--	21	--	--	20	--	--	43	--	--	15
Female	NC	NC	37231	NC	NC	100	NC	NC	507	NC	NC	16	NC	NC	24	NC	NC	48	NC	NC	13
Male	NC	NC	38718	NC	NC	101	NC	NC	503	NC	NC	22	NC	NC	24	NC	NC	44	NC	NC	10
African American	--	--	3600	--	--	97	--	--	497	--	--	28	--	--	29	--	--	39	--	--	5
Hispanic	NC	NC	28090	NC	NC	98	NC	NC	497	NC	NC	28	NC	NC	30	NC	NC	37	NC	NC	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	--	--	5311	--	--	113	--	--	491	--	--	38	--	--	31	--	--	28	--	--	3
White	14	14	35371	156	156	96	509	509	512	7	7	10	29	29	20	43	43	54	21	21	16
Students with Disabilities	--	--	9097	--	--	106	--	--	493	--	--	39	--	--	27	--	--	29	--	--	5
Students without Disabilities	16	16	67105	160	160	100	506	506	506	13	13	18	31	31	24	38	38	47	19	19	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	1
Migrant Students	--	--	832	--	--		--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	--	24961	--	--		--	--	495	--	--	32	--	--	30	--	--	34	--	--	4
Non-Economically Disadvantaged	16	16	51241	--	--		506	506	509	13	13	14	31	31	22	38	38	51	19	19	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	16	74692	133	133	99	517	517	502	13	13	18	25	25	27	56	56	47	6	6	8
All Students (Prior Year)	--	--	70710	--	--	NA	--	--	512	--	--	17	--	--	26	--	--	42	--	--	16
Female	NC	NC	36710	NC	NC	99	NC	NC	509	NC	NC	14	NC	NC	26	NC	NC	50	NC	NC	10
Male	NC	NC	37742	NC	NC	98	NC	NC	495	NC	NC	22	NC	NC	28	NC	NC	44	NC	NC	6
African American	--	--	3516	--	--	94	--	--	487	--	--	26	--	--	31	--	--	39	--	--	4
Hispanic	NC	NC	27492	NC	NC	96	NC	NC	486	NC	NC	27	NC	NC	32	NC	NC	38	NC	NC	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	--	--	5166	--	--	110	--	--	470	--	--	39	--	--	32	--	--	27	--	--	2
White	14	14	34785	156	156	94	525	525	517	14	14	10	14	14	23	64	64	56	7	7	11
Students with Disabilities	--	--	8428	--	--	98	--	--	472	--	--	38	--	--	30	--	--	29	--	--	3
Students without Disabilities	16	16	66264	160	160	99	517	517	503	13	13	17	25	25	27	56	56	48	6	6	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	1
Migrant Students	--	--	814	--	--		--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	--	24507	--	--		--	--	480	--	--	31	--	--	33	--	--	33	--	--	3
Non-Economically Disadvantaged	16	16	50185	--	--		517	517	511	13	13	13	25	25	24	56	56	53	6	6	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	14	71167	108	108	99	443	443	463	70	70	38	20	20	41	10	10	14	0	0	7
All Students (Prior Year)	NC	NC	66213	NC	NC	NA	NC	NC	459	NC	NC	39	NC	NC	40	NC	NC	14	NC	NC	7
Female	NC	NC	34825	NC	NC	99	NC	NC	462	NC	NC	38	NC	NC	42	NC	NC	14	NC	NC	6
Male	NC	NC	36047	NC	NC	99	NC	NC	464	NC	NC	38	NC	NC	39	NC	NC	15	NC	NC	8
African American	--	--	3225	--	--	95	--	--	441	--	--	57	--	--	34	--	--	6	--	--	2
Hispanic	NC	NC	23643	NC	NC	97	NC	NC	445	NC	NC	53	NC	NC	37	NC	NC	8	NC	NC	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	19
American Indian/Alaskan Native	--	--	5161	--	--	103	--	--	435	--	--	63	--	--	30	--	--	5	--	--	2
White	11	11	35245	110	110	95	456	456	476	63	63	26	25	25	45	13	13	19	0	0	10
Students with Disabilities	NC	NC	8095	NC	NC	104	NC	NC	426	NC	NC	69	NC	NC	25	NC	NC	5	NC	NC	1
Students without Disabilities	10	10	63072	100	100	99	443	443	464	70	70	37	20	20	41	10	10	15	0	0	7
Limited English Proficient Students	--	--	10317	--	--	111	--	--	426	--	--	72	--	--	25	--	--	2	--	--	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057				--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	14	14	54110				443	443	468	70	70	33	20	20	43	10	10	16	0	0	8

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	14	71100	108	108	99	511	511	502	10	10	25	30	30	21	50	50	40	10	10	15
All Students (Prior Year)	NC	NC	66144	NC	NC	NA	NC	NC	504	NC	NC	24	NC	NC	20	NC	NC	40	NC	NC	16
Female	NC	NC	34801	NC	NC	99	NC	NC	505	NC	NC	21	NC	NC	22	NC	NC	42	NC	NC	15
Male	NC	NC	36010	NC	NC	99	NC	NC	499	NC	NC	28	NC	NC	20	NC	NC	38	NC	NC	14
African American	--	--	3219	--	--	95	--	--	486	--	--	38	--	--	24	--	--	31	--	--	7
Hispanic	NC	NC	23630	NC	NC	96	NC	NC	485	NC	NC	37	NC	NC	25	NC	NC	32	NC	NC	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	28
American Indian/Alaskan Native	--	--	5144	--	--	102	--	--	478	--	--	46	--	--	24	--	--	25	--	--	5
White	12	12	35198	120	120	95	516	516	515	13	13	15	25	25	18	50	50	47	13	13	21
Students with Disabilities	NC	NC	8121	NC	NC	105	NC	NC	470	NC	NC	55	NC	NC	20	NC	NC	21	NC	NC	4
Students without Disabilities	10	10	62979	100	100	99	511	511	503	10	10	23	30	30	21	50	50	41	10	10	15
Limited English Proficient Students	--	--	10304	--	--	110	--	--	462	--	--	63	--	--	23	--	--	13	--	--	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040				--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	14	14	54060				511	511	507	10	10	20	30	30	20	50	50	43	10	10	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	14	69001	108	108	96	490	490	490	20	20	17	40	40	37	40	40	45	0	0	1
All Students (Prior Year)	NC	NC	63579	NC	NC	NA	NC	NC	493	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
Female	NC	NC	34086	NC	NC	97	NC	NC	496	NC	NC	13	NC	NC	36	NC	NC	51	NC	NC	1
Male	NC	NC	34644	NC	NC	95	NC	NC	484	NC	NC	22	NC	NC	39	NC	NC	38	NC	NC	0
African American	--	--	3115	--	--	92	--	--	478	--	--	25	--	--	44	--	--	31	--	--	0
Hispanic	NC	NC	22656	NC	NC	92	NC	NC	476	NC	NC	27	NC	NC	43	NC	NC	30	NC	NC	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	2
American Indian/Alaskan Native	--	--	4940	--	--	98	--	--	469	--	--	34	--	--	43	--	--	23	--	--	0
White	12	12	34501	120	120	93	494	494	500	25	25	10	25	25	34	50	50	55	0	0	1
Students with Disabilities	NC	NC	7386	NC	NC	95	NC	NC	459	NC	NC	46	NC	NC	37	NC	NC	17	NC	NC	0
Students without Disabilities	10	10	61615	100	100	97	490	490	491	20	20	16	40	40	37	40	40	45	0	0	1
Limited English Proficient Students	--	--	9662	--	--	104	--	--	454	--	--	51	--	--	40	--	--	9	--	--	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383				--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	14	14	52618				490	490	494	20	20	14	40	40	36	40	40	49	0	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	57534	NC	NC	91	NC	NC	491	NC	NC	46	NC	NC	16	NC	NC	23	NC	NC	15
All Students (Prior Year)	--	--	51010	--	--	NA	--	--	483	--	--	45	--	--	20	--	--	23	--	--	11
Female	NC	NC	28155	NC	NC	90	NC	NC	491	NC	NC	47	NC	NC	16	NC	NC	24	NC	NC	14
Male	NC	NC	28932	NC	NC	89	NC	NC	491	NC	NC	46	NC	NC	15	NC	NC	23	NC	NC	16
African American	--	--	2558	--	--	86	--	--	475	--	--	64	--	--	15	--	--	16	--	--	6
Hispanic	--	--	17547	--	--	86	--	--	475	--	--	64	--	--	15	--	--	15	--	--	6
Asian/Pacific Islander	--	--	1395	--	--	96	--	--	519	--	--	22	--	--	16	--	--	28	--	--	35
American Indian/Alaskan Native	--	--	3794	--	--	91	--	--	468	--	--	72	--	--	13	--	--	12	--	--	3
White	NC	NC	29790	NC	NC	86	NC	NC	501	NC	NC	34	NC	NC	17	NC	NC	29	NC	NC	20
Students with Disabilities	NC	NC	5562	NC	NC	93	NC	NC	461	NC	NC	79	NC	NC	10	NC	NC	8	NC	NC	3
Students without Disabilities	NC	NC	51972	NC	NC	90	NC	NC	492	NC	NC	45	NC	NC	16	NC	NC	24	NC	NC	15
Limited English Proficient Students	--	--	5467	--	--	111	--	--	458	--	--	87	--	--	7	--	--	5	--	--	1
Migrant Students	--	--	702	--	--		--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446	--	--		--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	NC	NC	47088				NC	NC	495	NC	NC	42	NC	NC	16	NC	NC	26	NC	NC	17

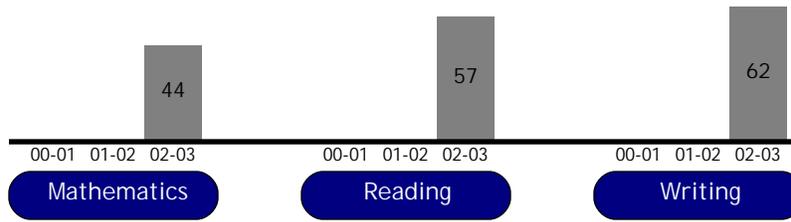
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	56700	NC	NC	89	NC	NC	512	NC	NC	15	NC	NC	23	NC	NC	52	NC	NC	10
All Students (Prior Year)	--	--	50525	--	--	NA	--	--	517	--	--	12	--	--	22	--	--	51	--	--	15
Female	NC	NC	27862	NC	NC	89	NC	NC	517	NC	NC	12	NC	NC	22	NC	NC	54	NC	NC	12
Male	NC	NC	28398	NC	NC	88	NC	NC	507	NC	NC	19	NC	NC	24	NC	NC	49	NC	NC	9
African American	--	--	2529	--	--	85	--	--	495	--	--	24	--	--	31	--	--	41	--	--	4
Hispanic	--	--	17305	--	--	85	--	--	494	--	--	24	--	--	31	--	--	41	--	--	4
Asian/Pacific Islander	--	--	1382	--	--	95	--	--	530	--	--	6	--	--	17	--	--	59	--	--	17
American Indian/Alaskan Native	--	--	3815	--	--	91	--	--	489	--	--	29	--	--	35	--	--	35	--	--	2
White	NC	NC	29209	NC	NC	84	NC	NC	525	NC	NC	9	NC	NC	17	NC	NC	59	NC	NC	15
Students with Disabilities	NC	NC	5215	NC	NC	87	NC	NC	478	NC	NC	43	NC	NC	29	NC	NC	25	NC	NC	2
Students without Disabilities	NC	NC	51485	NC	NC	89	NC	NC	513	NC	NC	15	NC	NC	23	NC	NC	52	NC	NC	11
Limited English Proficient Students	--	--	5378	--	--	109	--	--	471	--	--	48	--	--	36	--	--	15	--	--	0
Migrant Students	--	--	689	--	--		--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358	--	--		--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	NC	NC	46342				NC	NC	516	NC	NC	13	NC	NC	21	NC	NC	54	NC	NC	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	55090	NC	NC	87	NC	NC	479	NC	NC	16	NC	NC	13	NC	NC	70	NC	NC	0
All Students (Prior Year)	--	--	50572	--	--	NA	--	--	481	--	--	14	--	--	23	--	--	63	--	--	1
Female	NC	NC	27752	NC	NC	89	NC	NC	483	NC	NC	13	NC	NC	12	NC	NC	75	NC	NC	0
Male	NC	NC	26842	NC	NC	83	NC	NC	474	NC	NC	20	NC	NC	15	NC	NC	65	NC	NC	0
African American	--	--	2336	--	--	78	--	--	464	--	--	25	--	--	14	--	--	62	--	--	0
Hispanic	--	--	16391	--	--	81	--	--	458	--	--	28	--	--	16	--	--	56	--	--	0
Asian/Pacific Islander	--	--	1356	--	--	93	--	--	499	--	--	7	--	--	9	--	--	83	--	--	2
American Indian/Alaskan Native	--	--	3731	--	--	89	--	--	446	--	--	37	--	--	16	--	--	47	--	--	0
White	NC	NC	29053	NC	NC	84	NC	NC	492	NC	NC	8	NC	NC	12	NC	NC	79	NC	NC	0
Students with Disabilities	NC	NC	4141	NC	NC	69	NC	NC	436	NC	NC	47	NC	NC	18	NC	NC	35	NC	NC	0
Students without Disabilities	NC	NC	50949	NC	NC	89	NC	NC	479	NC	NC	16	NC	NC	13	NC	NC	71	NC	NC	0
Limited English Proficient Students	--	--	4711	--	--	96	--	--	422	--	--	61	--	--	13	--	--	26	--	--	0
Migrant Students	--	--	666	--	--		--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168	--	--		--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	NC	NC	44922				NC	NC	484	NC	NC	13	NC	NC	13	NC	NC	73	NC	NC	0

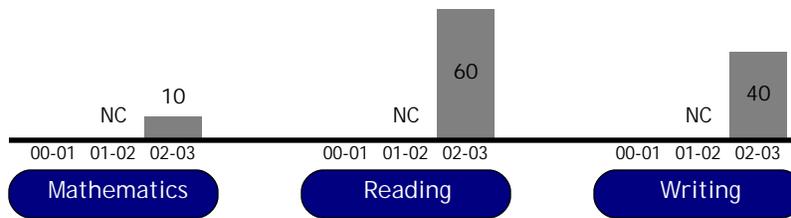
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

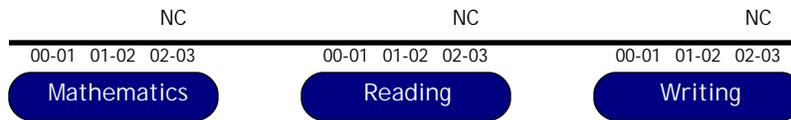
5th Grade Proficiency



8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	--	--	--	55	--	--	--	47	100	58	58	52
	Language	--	--	--	50	--	--	--	45	100	54	54	48
	Mathematics	--	--	--	56	--	--	--	52	100	50	50	57
5	Reading	--	--	--	51	100	32	32	46	94	62	62	50
	Language	--	--	--	46	100	35	35	43	100	51	51	46
	Mathematics	--	--	--	56	100	56	56	54	100	45	45	57
6	Reading	--	--	--	54	100	55	55	49	100	56	56	53
	Language	--	--	--	46	100	51	51	42	100	55	55	45
	Mathematics	--	--	--	61	100	58	58	58	100	71	71	62
7	Reading	--	--	--	53	100	38	38	48	100	55	55	51
	Language	--	--	--	55	100	32	32	51	100	53	53	54
	Mathematics	--	--	--	57	100	35	35	54	100	44	44	58
8	Reading	--	--	--	55	NC	NC	NC	49	100	63	63	53
	Language	--	--	--	50	NC	NC	NC	46	100	62	62	49
	Mathematics	--	--	--	57	NC	NC	NC	54	100	50	50	58
9	Reading	--	--	--	43	NC	NC	NC	37	100	37	37	41
	Language	--	--	--	41	NC	NC	NC	38	100	37	37	42
	Mathematics	--	--	--	59	NC	NC	NC	56	100	46	46	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We believe small class sizes, mandatory uniforms, a strict code of ethics and an effective referral program help to create an educational environment that is safe, supportive haven where all students can focus on reaching their full potential.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Director	(480) 899-7717
Transportation Policy	Operations Manager	(480) 899-7717
Community Resources	Operations Manager	(480) 899-7717
School Nutrition Programs	Peggy French	(480) 899-7717
Parent Organization	Marion Rhoades	(480) 899-7717
Student Health/Nurse	Joyce Johnson	(480) 899-7717

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards